

## NOTES ON EDUCATION.

"In our humble judgment," says *The Buffalo Courier*, "there is too little rather than too much memorizing in American education, or it may be the memorizing is in the wrong direction; for important things cannot be too well learned. Let us close with a practical illustration of the value of formulas learned in childhood. Which one of our readers could answer out of hand if we asked him how many of them are in the month of March? And which one of them would fail to recall the old rhyme which he learned when studying arithmetic: 'Thirty days hath September, April, June and November, etc.'

According to *The Louisville Post* there are a great many school trustees in the South who are not only uneducated men but actually illiterate. One of the School Commissioners of Kentucky states that in some of the districts the chairmen of the Boards of Trustees are not able to write their names. "In a number of instances," he says, "I found trustees who actually did not know the teacher who had been conducting their district school for a month or more. The teachers are mostly ladies, and they get very low salaries. They range from \$20 to \$50 per month; but they get few more than \$25, which may be taken as a fair average. It is impossible to pay these school teachers for this money. Many of the school buildings are in a dilapidated condition. Some of them have no glass in the windows and doors; the windows are broken, and the walls dilapidated and disused. In one or two of the districts, school had to be dismissed during the late cold spell because the trustees failed to provide fuel."

*The Philadelphia Record* does not think that the State Normal Schools ought to be continued, as they are wholly useless. "The Normal Schools are, in fact," it says, "simply academies, nowhere or in a single instance superior to private academies. But, notwithstanding the large appropriations to them by the State, they in no respect exceed private academies, and are equally costly to the students who attend them. Of what benefit, then, is the State appropriation, and what becomes of it? It is wholly swallowed up in extravagant salaries to the Normal 'Faculties,' who receive two, three, and four times as much in salaries as other teachers of like grade and qualifications, or as the same persons could obtain in any other schools or occupations. How can members of the Legislature justify themselves in using the people's money? Private academies and seminaries would, I trust, give a larger number of teachers, equally well, if not better qualified, than these Normals do if they were out of the way; and as they would necessarily have to depend upon general instruction and to preside over a larger number than the Normals do, why, then, does the State set up these Normals at all?"

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